

Inspection report for early years provision

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Inspection date	24/03/2011
Inspector	Sarah Morfett
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1989. She lives with her husband and two grown up children in Otford, Kent. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group and two may be under one. The childminder is currently minding five children part time. Four of whom are in the early years age group. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks/drives to local schools to take and collect children. The childminder attends the local parent/toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and friendly environment where they have access to a wide range of toys and activities. These are age-appropriate and help to promote their stage of development generally well. The childminder promotes children's welfare and learning to a good level because of her in-depth knowledge of their individual needs. Children's safety is promoted effectively and overall means that they play in a safe and secure environment. Partnerships with parents are well established and help to ensure that the ongoing learning and development needs of the children are fully met through effective communication. The childminder uses reflective practice to identify areas for development within her setting and has successfully addressed the recommendations from her last inspection. This shows her desire to continually improve her setting.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- implement a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident 07/04/2011

To further improve the early years provision the registered person should:

- match the observations to the expectations of the early learning goals so that children's next steps can be clearly identified and used in leading future planning

The effectiveness of leadership and management of the early years provision

Good systems and procedures are implemented to ensure children are mostly safe and secure in the childminders care. She carries out full and thorough checks of all the outings that she takes children on which keeps them safe when out of the home. She risk assesses her home on daily basis to make sure the environment is safe for children to play in. However she has not implemented a record of the risk assessment which states when it was carried out, by whom and details of any action taken. This is a breach of requirements. However, the childminder is vigilant in her daily checks therefore; there is a limited impact on children safety. The childminder has a good understanding of the signs and symptoms that would concern her if a child in her care were being abused. She has a suitable understanding of the Local Safeguarding Children Board Procedures and keeps a list of all the local numbers she would need to seek advice or make a referral. She discusses her duty of care to the children with their parents which ensures that they are fully aware of the steps she takes to protect their children. Children's safety and welfare is promoted within the childminder's good practice.

The childminder arranges her home to benefit children. Furniture, equipment and toys are of good quality and suitable for the ages of children to support their learning and development. They move freely around the room accessing different resources which supports their independence well as they make choices about what they play with. The childminder promotes equality and diversity well. Children are valued as individuals and treated with equal concern. For example, the childminder adapts activities to suit the ages of the children taking part by providing age appropriate tools and resources for them to use. They learn about their local community and the wider world through outings and attendance at local toddler groups. Children's understanding of diversity is promoted through a good range of resources which reflect positive images. Therefore, children develop a good view of the wider world.

The childminder has a clear vision for her service and the development of the children. She feels it is important to keep up-to-date with current procedures and endeavours to read all the new information and guidance when it comes out. She evaluates and reflects on her practice to identify the areas for improvement within her setting which benefit the children most. Positive relationships with parents are developed through regular feedback and discussion about the children's health and well-being. Details of children's achievements are shared with parents through a daily diary. This means they are informed of the progress their children are making. The childminder seeks parents views through a questionnaire about her service and gains extremely positive feedback which states how happy parents are with the care their children receive. The childminder has experience of forging links with other professionals involved in the children care in the past. However there are no children in the early years age group attending other settings at present.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled in the childminder's care. They feel secure because of the warm and friendly relationships they have developed with the childminder. She supports children well. For example, a child who is fairly new is given lots of reassurance and encouragement to play therefore they gain confidence to make choices about what they play with. Children play well together thoroughly enjoying the childminders input. She skilfully asks them questions which make them think as they play for instance, asking 'where are?' and 'what is?' make children think about what they are doing and extends the learning experiences well.

The childminder talks to the children constantly. She responds to their non-verbal communication well and repeats familiar words so that the children begin to develop good communication skills. They start to act out familiar situations as they pretend to make a cup of tea. The young child brings a tea pot to the childminder who says 'oh lovely, a cup of tea' then asks 'can you get a cup to pour it into' the child follows the simple instruction. This means children start to develop good imaginations and make connections in their learning through everyday experiences. Children thoroughly enjoy playing with pop-up toys, they learn to twist, turn and press the buttons to make the character pop-up. This helps them develop early problem solving skills. Children's hand eye coordination is promote very well as they push together and pull apart the waffle bricks. The very young children show an interest in each other as they reach out to touch the other one showing that they are becoming aware of themselves as separate from others. Children benefit from a good range of play based activities which promotes their learning and development well.

Through discussion the childminder shows she is fully aware of the children's abilities and what stage of development they are at. She has discussion with parents about what children can do when they first start giving her a firm base to move children forward from. She takes regular photographs of the children participating in activities, making observations of their well-being and achievements. However, these are not linked to the six areas of learning and the childminder is not identifying a next step in children's learning from the observations. Therefore, planning does not always fully support children's learning and development in the most relevant areas. However, because there is good input from the childminder and she knows them well children are moving forward well in relation to their starting points.

Children behave well because the childminder keeps them busy with fun activities. The childminder offers lots of praise and encouragement as they play helping to develop self esteem; therefore, children become confident learners. Children are helped to feel safe and secure as the childminder ensures there is a range of equipment in place such as gates to prevent access to hazardous areas such as the kitchen and stairs, therefore minimising any accidents. The childminder teaches children good road safety rules when they are out. Even the very young children are included as she asks them to look and listen from the buggy before they cross the road. This helps them to begin to recognise dangers and therefore as they get

older they learn to keep themselves safe.

Healthy eating is promoted in partnership with the parents who provide healthy food for their children. The childminder makes sure they have regular drinks to keep them hydrated throughout the day. They learn from a young age to follow effective hygiene routines for example, the childminder reminds them to put their hand over their mouth when they cough. Children have good opportunities to get fresh air when out in the park with the childminder. Children are active within the setting and show interest in all around them. Therefore, children's health and well-being is promoted well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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